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NUMBER 6

CENTRALIZED SCHOOLS IN OHIO

BY A. B. GRAHAM.



CENTRALIZED SCHOOL AT KINGSVILLE, KINGSVILLE TP., ASHTABULA COUNTY.

First school suspended and children transported in 1892.

Last school suspended in 1902.

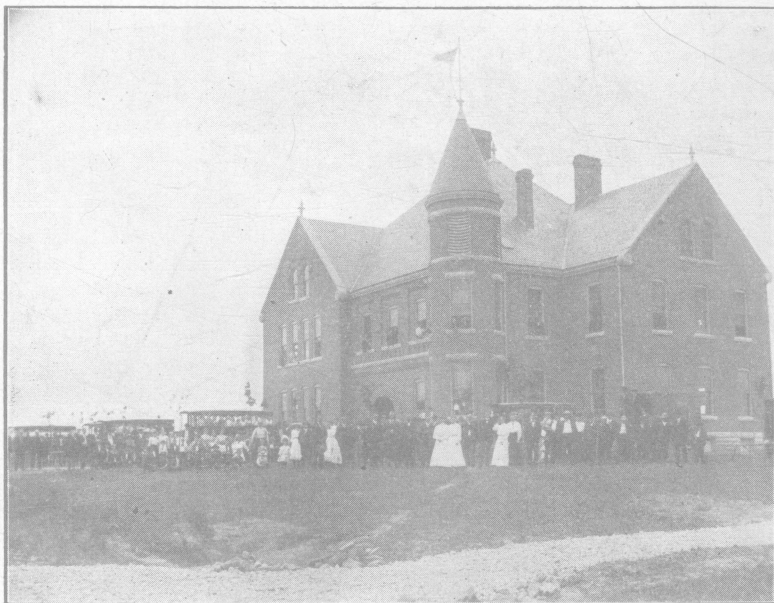
Building cost \$7,000. Four-year High School Course.

Good library, physical apparatus, and piano.

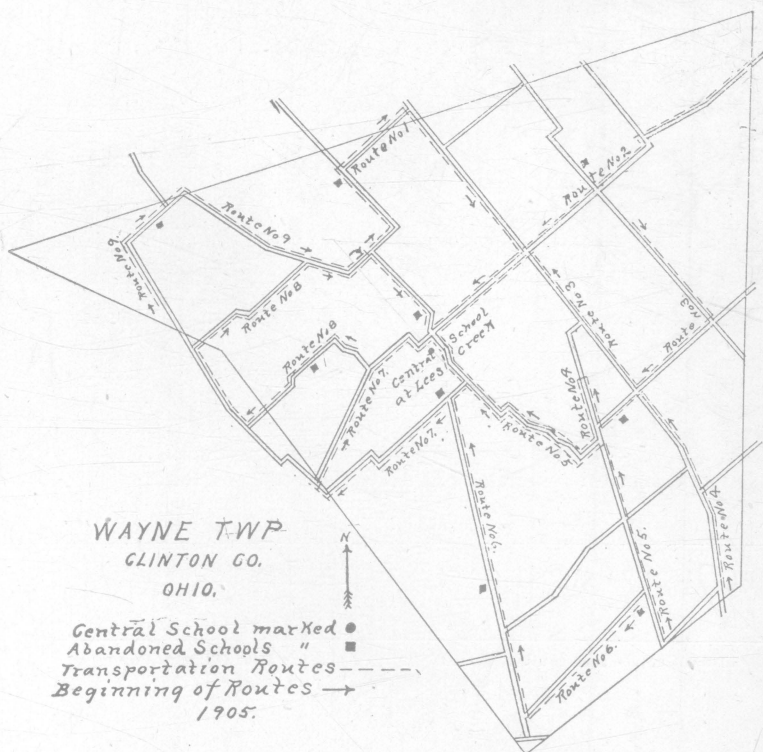
Graduates are teaching in this and other Centralized Schools.

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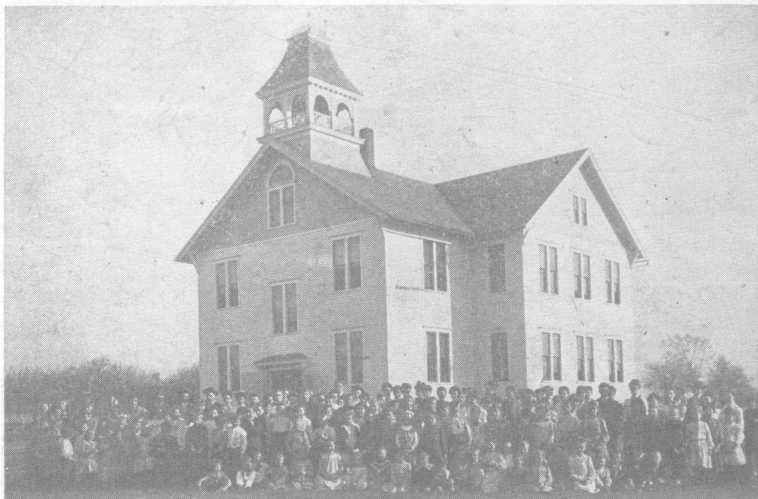
Centralized School at Lee's Creek, Wayne Township, Clinton County.
 Agriculture in course of study. Complete water, lighting, and heating system. Playing and eating rooms; piano, library, and cabinet of tools for bench work. Building and all equipment cost \$17,500. Six miles from Sabina



CENTRALIZED SCHOOLS IN OHIO

By A. B. GRAHAM.

In 1821 the first law providing for free schools in Ohio was enacted by the General Assembly. A scattered population and comparatively little wealth prevented the organizing of many public schools during the following ten years. At the end of the next forty years the country contained many cities known for being little more than trade centers for a large rural population.



Centralized School in Johnson Township, Trumbull County. (See Sec. 3927-2, Ohio School Laws.) Many associates in each period of school life.

At the close of forty years of peace since the Civil War industrial conditions are found which have rendered necessary a greater amount of hand labor in manufacturing than in farming. Factories are now filled with men from the farm and small villages. Owners of farms have many times sought for themselves and their children a better social atmosphere and higher educational advantages in villages of from five hundred to five thousand people. The farmer who retires usually purchases a small home in a village or city. On the farms are found renters or hired men who, as a rule, change their residence frequently enough to render more or less unstable conditions and interests in the little rural school. Of those who own and live on farms some have no children, and many have only one or two.

A rural population of 75 and 80 per cent has rapidly decreased to 60 per cent of the state's population. While there has been an increase of wealth, the rural districts have not kept pace with the villages and cities, which now represent 55 per cent. of the state's wealth.

The soil has been gradually losing its fertility; machinery has become necessary in extensive or intensive farming; no longer in small

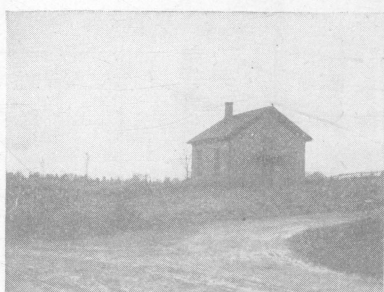
areas of territory are found the number of young or old entering into the social or religious life of the community; the introduction of machinery has made each farmer more independent of his neighbor in doing work which once required a number of helpers; the telephone and rural mail have come to make more rapid the transaction of business and to hasten the transmission of news.



Over 750 such country schools in Ohio. An average of one or two to each of eight grades. No associates for upper grade pupils.

The demand for factory help, the failure of the soil to respond as generously as it once did when there was not apparent the necessity for wisdom in the methods of farming, the fact that man is a gregarious animal, and the inefficient school system have caused many to seek homes in villages and cities.

The annual decrease of about 4,000 children in the school enumeration in township districts of the state has left many sub-districts with a school enrollment of from three to fifteen where once were found from forty to seventy-five pupils. An examination of the enumerations in fifteen of the best farm counties shows an average to the county of nearly nine sub-districts, each of whose enumeration is fifteen children or less.



Centralized School at Kingsville. Type of sub-district building abandoned in Kingsville Township. What a contrast in the appearance of the school grounds!

The attendance in such sub-districts is rarely more than ten pupils. Counting the same average per county there are over 750 such small sub-districts in the state. This number is probably entirely too small. Because of reasons already stated and the rapid organization of new sub-districts there can be no hope that the sub-district school of to-day will ever be larger than it is now.

The fact that wages for rural school teachers are not equal in purchasing power to what they have been for thirty years, the age limit at which certificates may be granted, a better intellectual qualification, the short time positions may be retained, the increasing demands of public sentiment as to dress and social duties, the refusal of the law and medical colleges to accept teachers' certificates offered to meet entrance requirements, and the lack of proper organization and careful supervision have all had a tendency to lessen the number seeking positions in rural schools. Not the raising of the standard of teachers' examinations and the increased demand for better training, but small remuneration, insecurity of the positions, and the never-ending meddling of those not directly interested in the schools have rendered rural schools less desirable to those whose services should be commanded by such communities. A few rural schools in our state were unable to open last fall because no teachers could be secured.

First Centralized School

In 1892 Kingsville township board of education were confronted with the necessity of providing a new school building. Their schools were small and the per capita expense was unduly large. It was finally agreed to transport the children of the township to Kingsville, which was one of the district schools of the township. For the costs of transportation, a special bill was introduced into the General Assembly and became a law April 17, 1894. The measure applied only to Kingsville township, Ashtabula county.

In the succeeding General Assembly another measure was passed for the relief of the counties of Stark, Ashtabula, and Portage. On April 5, 1898, the General Assembly passed a general law on the subject. In 1897, one year before the law was made general, Mad River township, Champaign



First wagon used in western Ohio to transport children.

county, transported eighteen children to Westville, rather than establish a new sub-district and build a new school house. This was the first step toward establishing a centralized school in Western Ohio.

The demand by those living in the country for an education that will meet the needs of the most progressive brought into our statutes a general

law providing for centralized and consolidated schools, that would in a few years equal, in equipment, course of study, and corps of teachers, the village or city schools, and, in point of natural surroundings and conditions conducive to forming habits of hard work, far excel what the city or large village may offer.

General Law

The law at present relating to centralized schools and the suspending of sub-districts was passed April 25, 1904, and is as follows:

Centralization by suspension of one or more sub-district schools. (Sec. 3922, Ohio School Laws.)

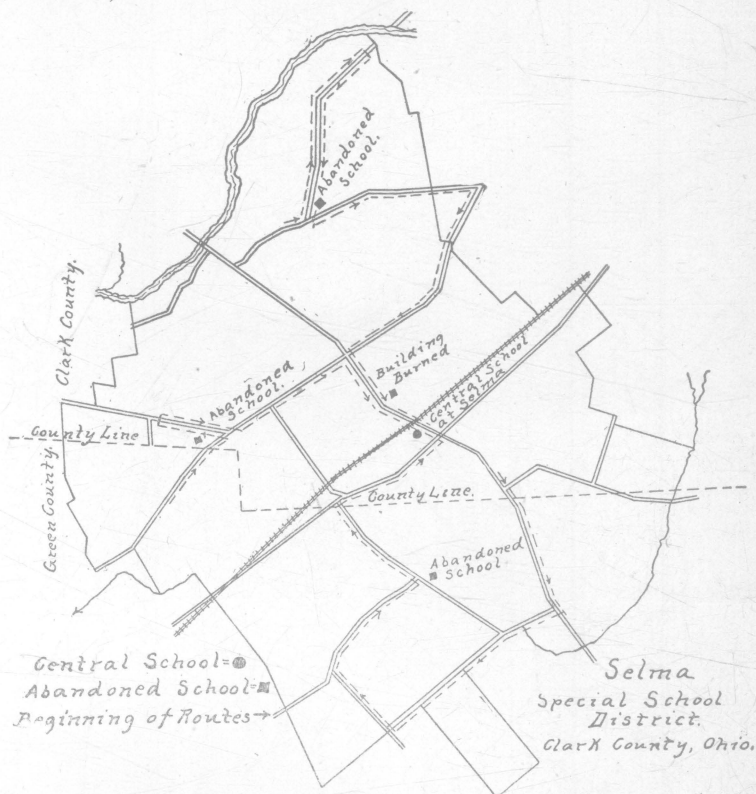
The board of education of any township school district is authorized to suspend the schools in any or all sub-districts in the township district but upon such suspension the board must provide for the conveyance of



Centralized School in Fowler Township, Trumbull County. Established by vote of people.

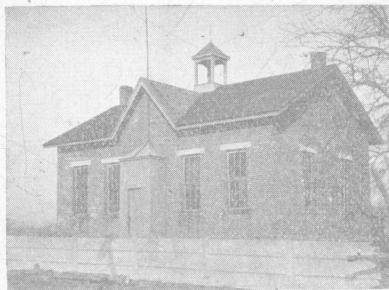
pupils residing in such sub-district or sub-districts to a public school in said township district, or to a public school in another district, the cost of such conveyance to be paid out of the funds of the township school district; or the board may abolish all the sub-districts, providing conveyance is furnished to one or more central schools, the expense of such conveyance to be paid out of the funds of the district. When transportation of pupils is provided for, the conveyance must pass within at least the distance of one-half of a mile from the respective residences of all pupils, except when such residences are situated more than one-half of a mile from the public road; but boards of education shall not be required to provide transportation for pupils living less than one-half of a mile from the school house.

Centralization, submission of question to vote. (Sec. 3927-2, Ohio School Laws.)



Centralized School in Selma Special District, Clark County. Agriculture in course of study. Four transportation wagons used. (See Sec. 3934, Ohio School Laws.)

A township board of education may submit the question of centralization, and upon the petition of not less than one-fourth of the qualified electors of such township district, must submit such question to a vote of the qualified electors of such township district, and if more votes are cast in favor of centralization than against it, at such election, it shall then become the duty of the board of education, and such board of education is required to proceed at once to the centralization of (the) schools of the township, and, if necessary, purchase a site or sites and erect a suitable building or buildings thereon; provided, that if, at the said election, more votes are cast against the proposition for centralization than for it, the question shall not again be submitted to the electors



Abandoned school buildings, and one of four wagons now used in Selma Special District.
Buildings and ground sold. Wagons cost \$150.

of said township district for a period of two years. When the schools of a township have been centralized, such centralization shall not be discontinued within three years thereafter, and then only by the petition and election as required herein, and if at such election more votes are cast against centralization than for it, the division into sub-districts, as they existed prior to the centralization, shall be thereby re-established at the next regular election, and sub-district directors shall be elected as provided in section 3921a of this act.

Special Districts

(Sec. 3934, Ohio School Laws.)

Boards of education of special school districts are authorized to provide for the conveyance of pupils of said districts to the school or schools of the district, the expense of said conveyance to be paid from the school funds of the special school districts; provided, however, that boards of education of such districts as provide transportation for the pupils thereof, shall not be required to transport pupils living less than one-half of a mile from the school house, transportation of such pupils in any event being optional with the board of education.

It will be observed that there are three ways by which schools may be centralized: By a vote of the people, by a vote of the board of education to suspend small schools and transport the children to some other sub-district or near-by village school, and by forming special districts of territory whose residents desire to transport their children to school at public expense.

Types of Centralized Schools

1. Completely centralized by vote of the township: Gustavus, Vernon, Hartford, Johnson, Fowler, Green, Mecca, Southington and Kinsman townships, Trumbull County; Pierpont, Colebrook, Wayne and Ashtabula townships, Ashtabula County; Mantua, Hiram and Aurora townships, Portage County; Auburn township, Geauga County; Wayne township, Clinton County; Pike township, Madison County; Copley township, Summit County and a few others. See round marks on page 23.

2. From half to completely centralized by vote of the board of education to suspend schools: Kingsville township, Ashtabula County; Streetsboro and Nelson townships, Portage County; Bainbridge, Troy and Parkman townships, Geauga County; Madison township, Lake County; Mad River township, Champaign County; Fulton township, Fulton County, and a few others. See triangular and round marks on map, page 23.

3. Special districts in which schools have been suspended and children transported to a central school: Selma special, Clark county; Hartgrove, Footville, and Windsor specials, Ashtabula county. See section 3934, Ohio School laws.

4. The fourth type may be better styled consolidated schools: one or two schools transported to another sub-district or village school. Such may be found in Ashtabula, Ashland, Champaign, Clinton, Franklin, Fayette, Fairfield, Mahoning, Medina, Lorain, Huron, Highland, Ross, Licking, Union, and a few other counties. See square marks on map, page 23.

There are now 157 centralized and consolidated schools divided as follows: One or two schools transported to another sub-district or to a nearby village school, 97; about one-half of schools subspended, 22; completely centralized or nearly so, 38. A total increase of 65 in one year.



Apple trees on school ground at North Madison, to be used for pruning, grafting, spraying, etc



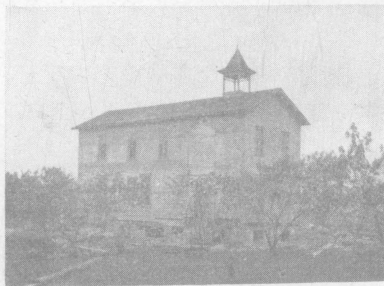
Centralized School at North Madison, Madison Township, Lake County. Erected 1906.



One remaining Sub-district School in north-eastern part of township.



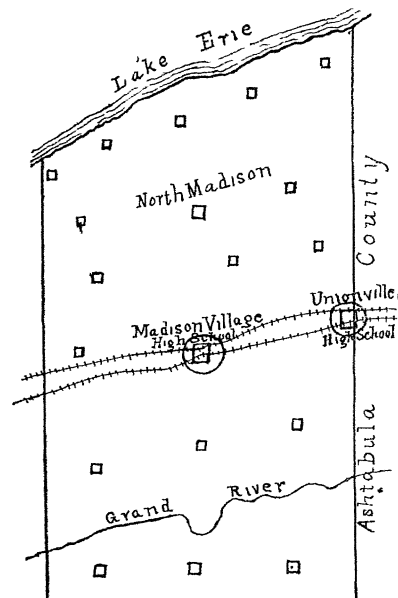
Formerly a school house; now a residence.



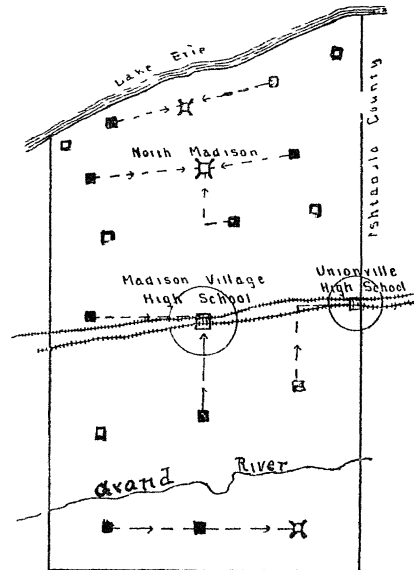
First Centralized School at North Madison.
Used from 1892 till 1906.



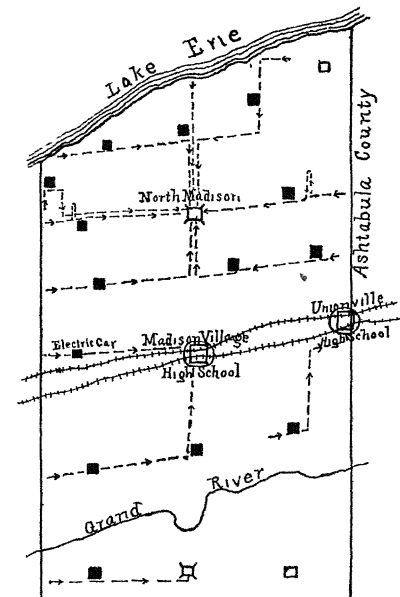
An abandoned school house in Madison Tp.
Side and front view.



2 ⊕ Special Districts
18 □ Sub-District Schools.



2 ⊕ Centralized Schools
14 □ Sub-District Schools



2 ⊕ Special Districts
14 ⊕ Disbanded Schools
2 □ Centralized Schools
2 □ Sub-District Schools

Maps of Madison Township, Lake County, showing gradual change from eighteen sub-district schools to the centralized and consolidated system. First map shows schools prior to 1892. Second map shows the schools as they were from 1892 to 1906. Third map shows schools as they are to-day. This township is seven miles long on the west, nine on the east, and five miles wide. (See Sec. 3922, Ohio School Laws.)

Contract

TRANSPORTATION OF PUPILS OF MADISON TOWNSHIP SCHOOLS

LAKE COUNTY, OHIO.

THIS AGREEMENT made by and between the Board of Education of Madison Township, Lake County, Ohio, Party of the first part and..... party of the second part.

WITNESSETH that said party of the second part agrees to transport the pupils to and from district hereinafter specified for the full school year, in accordance with the specifications which form a part of this contract for the sum of \$..... payable bi-monthly, which sum said party of the first part agrees to pay for services well and truly rendered in accordance with the specification of this contract.

SPECIFICATIONS

1. Said party of the second part agrees to transport all pupils of Sub-district No. to Sub-district No., Madison Township.

2. To furnish a good covered spring wagon or vehicle which can be closed or open at sides and end as the weather requires, and with sufficient seating capacity to accomodate the pupils of said Sub-district No..... without crowding. Conveyance to be acceptable to the Transportation Committee of the Board of Education.

3. To furnish the necessary robes or blankets to keep the children comfortable and, in very cold weather, shall provide an oil stove or soap-stones to heat the interior of the vehicle.

4. To provide a good team of horses to haul said vehicle and children. Said team must be gentle and not afraid of the cars, and must be driven by the contractor or a good trusty person of adult age, said team and driver to be acceptable to said Transportation Committee and said driver shall have full control of the children while under his charge, and shall be responsible for their conduct. No profane or immoral language, quarreling or improper conduct shall be allowed in the conveyance.

5 To cause conveyance with pupils to arrive at the school house in Sub-district No...., not earlier than 8:45 a. m., nor later than 8:55 a. m., (sun time).

6. To collect pupils on the following described route:.....
..... President of Board.
..... Clerk of Board.

Madison, O , . 190.., A. D.

BOND.

KNOW ALL MEN BY THESE PRESENTS that we.....as principal andand .. .as sureties are held and firmly bound unto the Board of Education of Madison Township, Lake County, Ohio, in the sum of one hundred dollars, for the payment of which we jointly and severally bind ourselves.

The condition of the above obligation is this: that the said contractor has this day entered into above contract to transport pupils from Sub-district No..... to Sub-district No..... of said township Now, if the said contractor shall well and truly perform the conditions of said contract on his part to be performed, then this obligation shall be void; otherwise it shall remain in full force and virtue in law.

Bond approved this day of 190.. A. D.

.....Clerk.Surety.
.....President.Surety.

Transportation

RULES AND REGULATIONS, MADISON TOWNSHIP, LAKE COUNTY

1. All pupils shall be ready in the morning at the usual time for the hack to arrive at their respective home or at the place of meeting, if hack does not pass their home. Drivers shall reach said homes and meeting places the same time each day and shall not be required to wait more than two minutes for pupils.

2. The first to enter the hack in the morning shall be seated in front and the others next, in the order in which they enter, and shall occupy the same places in the hack at night in order that there may be no confusion in entering and leaving the hack.

3. There shall be no profane or immoral language, quarreling, or improper conduct in the hack.

4. Pupils shall not be saucy or disrespectful to the driver of the hack or those whom they may meet while riding in the hack.

5. The right of pupils to ride in the hacks is conditioned on their good behavior and the observance of the above rules and regulations, and the drivers of the hacks are hereby respectively authorized and empowered to enforce the same.

6. If any pupils persist in disobeying any of the above rules, the driver shall notify said pupil's parents or guardian of his or her conduct and the result of the same if continued, and if the same be not corrected at once, the driver shall thereupon forbid such disobedient pupil the privilege of riding in the hack until such a time as the matter can be brought before the board of education.

7. A copy of these rules and regulations shall be posted in each hack and also in the several school buildings to which pupils are transported.

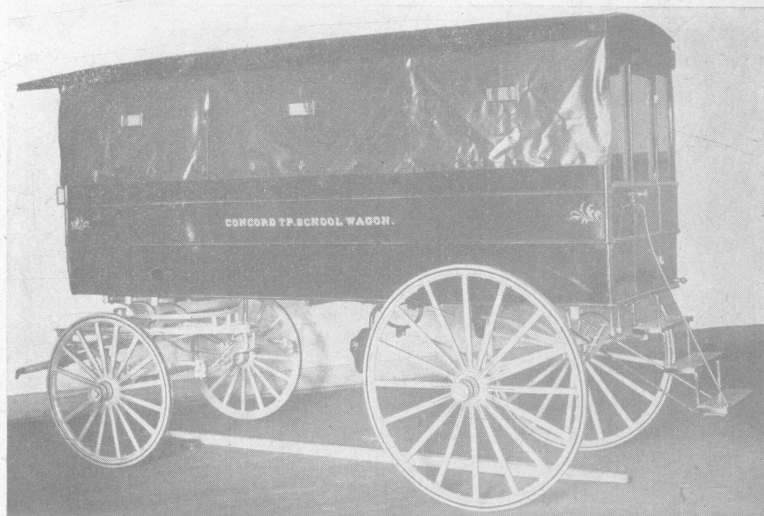
By order of the Board of Education of

Adopted Jan., 3, 1905.

Madison Township, Lake County, Ohio.

Cost

In thirty townships and special districts which the writer has visited, the question, "Is it cheaper?" has been asked. The answer many times



Transportation wagon used in Concord Township, Ross County. Cost \$175.

was, "IT IS NOT HOW CHEAP, BUT HOW EFFICIENT." While a completely centralized system may cost a little more, the cost per pupil on the average daily attendance is not so great.

Many townships have voted to bond themselves from \$5,000 to \$12,000. There are others that have accumulated enough in the building fund to keep down the bonded indebtedness to a very small amount. The fine building and equipment at Lees Creek, Wayne township, Clinton county, cost \$17,500, but bonds for only \$6,000 were issued, \$4,000 of which remain unpaid.



High school room, Kinsman Township, Trumbull County, Centralized School.
Piano, library, chandelier, wall pictures and excellent apparatus for physical experiments.

Routes are let to the lowest responsible bidders; the amount paid varies from seventy cents to two dollars and fifty cents per day, varying with the number of miles, the number of children transported, the condition of the road, competition in bidding, etc. The distances vary from two and one-half to eight miles, and the number per conveyance from six to twenty-seven. Average cost per day for conveyance is \$1.50; average distance, four and one-half miles; average number per conveyance, twenty.

Wagons cost from \$80 to \$175. The cost of wagons used in North-eastern Ohio is seldom over \$100. The wagons used at Lees Creek and Selma cost from \$150 to \$175; these are very well finished wagons.

At the central school there is but one pump, one heating system, one set of charts or maps, one roof for repairs, few outside buildings, one fence and only one or two of any other things which under the old plan must be purchased in quantities or in as many sets as there are schools.

The following tables give the amounts paid for transporting children, the length of route, and in one instance the number of children transported.

Madison Tp , Lake Co Began transporting in 1892	Kingsville Tp , Ashtabula Co Began in 1892	Gustavus Tp , Trumbull Co. Began centralized school 1897.
\$250 per year, 2½ miles	\$1 60 per day	\$1 65 per day, 4 miles, 18 pupils
250 " 3 "	1 55 "	1 50 " 3¾ " 18 "
250 " 3½ "	1 55 "	1 25 " 3 " 13 "
270 " 5 "	1.75 "	1 87 " 4½ " 16 "
250 " 2½ "	1 00 "	1 10 " 3 " 12 "
260 " 3 "	2 50 * "	1 70 " 4 " 16 "
225 " 2½ "	1.60 "	1 24 " 3 " 8 "
234 " 3 "	1.60 "	1 75 " 4 " 13 "
250 " 3½ "	1 65 "	1 49 " 4 " 21 "
350* " 3 " "	1 65 " 4 " 20 "
260 " 4½ " " "
\$28.49 "	\$14 80 "	\$15.20 "

*Roads clay and hilly. Nearly all of north-eastern Ohio roads are sand or clay.

After the second year there is little difficulty in securing bidders.

Twenty pupils are transported by electric car from sub-district No 8 to Madison village school at 5 cents each per day. One district in Ashtabula township, Ashtabula county, one in Whetstone township, Crawford county, and one in Blendon township, Franklin county, transport children by electric car at public expense.

There are either three or four teachers in the elementary grades and one or two in the high school. Wages for elementary teachers are from \$40 to \$55 per month. High school teachers receive from \$50 to \$100 per month. Janitors receive from \$10 to \$25 per month.

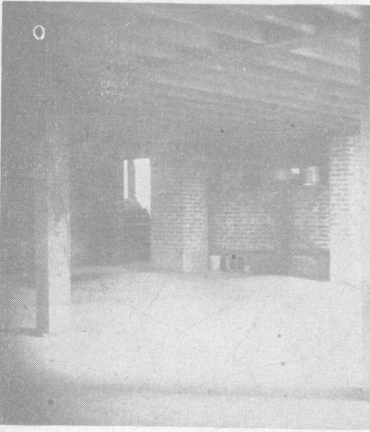
The little sub-district of three or four to twenty pupils and the central or consolidated school of one hundred or two hundred or more children may each pass by the same school. A twenty dollar cow and a fifty dollar cow may pass by the same name, but the blue milk and the thin cream of one and the rich milk and thick cream of the other make a great difference in the cows. So it is with the centralized or consolidated schools; the product is the gauge of efficiency.

Routes

In townships or special districts where there is nearly or quite complete centralization no attention has been given to the old sub-district boundary lines in planning the routes. It appears that every effort has been made to have the children at the farthest points reach the central school in one hour, or in an hour and a quarter when the roads are in fair condition. Routes are from two and a half to eight miles long. The average is about four and one-half miles.

In Northeastern Ohio there are no pikes worth speaking of; sometimes it is necessary to use three or four horses. In Western and South-western Ohio nearly all roads on which there are school routes are constructed of good gravel or crushed stone.

A Comparison



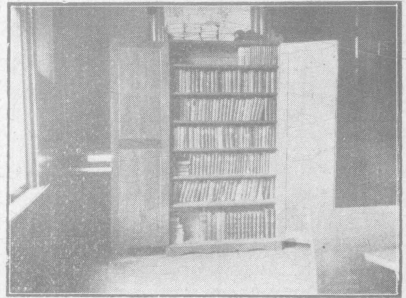
Furnace and playroom in basement.

(two schools transported), \$18.39. In 1904 the sub-district schools were re-opened and immediately the per capita expense increased to \$22.15. The tax rate immediately increased from 6 mills to 8 mills on the dollar.

No one, after making even the slightest investigation, can deny the fact that more children go to school more regularly than under the sub-district plan. The same money goes farther in producing an educated citizen than under the old plan.

The School Library

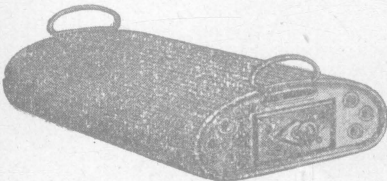
All townships except one answering inquiries about the old way and the new have said that there was no sub-district library. In the centralized school, as a rule, are excellent libraries, in which are found material for all grades that can read reasonably well. Books on Agriculture also are found in many of these libraries.



A library in a Centralized School.

Heating of Wagons

Very few wagons in Northeastern Ohio are heated except in severe winter weather. Blankets and robes are usually provided. Oil stoves, lanterns, carbon brick heaters, soap stones, and three-foot boards made warm by placing in an oven have all been used.



CARBON BRICK HEATER.

Disposition of Abandoned School Property

The grounds on which many school houses have been built have been deeded to the school district for school purposes only. In many cases, the buildings have been sold and removed and the right to the school ground has been relinquished by the board of education, when the houses have been abandoned for the centralized school.

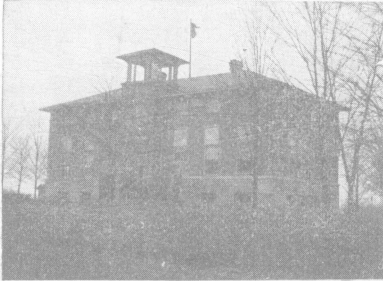
Property upon which there was no restricted title has been sold to the highest bidder. Prices have ranged from \$200 to \$700 dollars. Some school properties are now comfortable dwelling houses; others are small barns or stables.



Gravel road in western Ohio.



Sandy road in north-eastern Ohio.



Centralized School, Copley Tp., Summit Co.



Abandoned school house, Copley Tp., Summit Co.

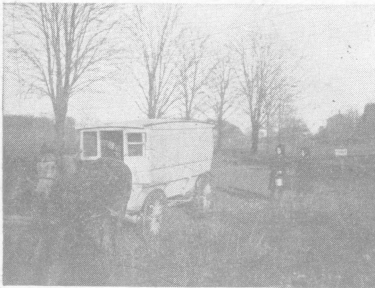
Accidents and Diseases

With or without centralized schools, accidents and disease come as a part of the ills of this world. Investigation has been made as to which of the two plans offer the fewer possibilities for accidents and the better conditions for preventing the spread of contagious diseases.

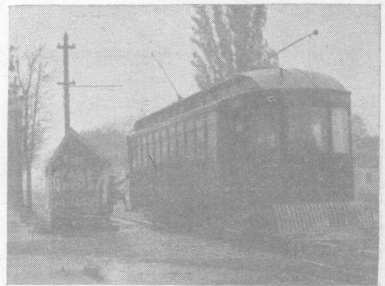
Broken limbs that have come from climbing into passing wagons, cuts and bruises from stone throwing, tearing of little ones' clothes by those a little larger and older, not to speak of frozen toes, fingers, noses, and ears may be charged up to the old plan. From the time centralized or consolidated schools have begun in our state only a few accidents on the road to or from school have occurred.

It is a fact that it has been necessary to close centralized schools, just as it becomes necessary to require church services to suspend for a few days or that an entertainment be postponed during the few days of alarm or during an epidemic. The danger of the spread of diseases is impressed upon people and greater pains and care are taken to prevent contagion than formerly when only one little school was closed and the children and parents continued going to church, Sunday school, sales, parties, and to make the usual neighborhood visits. Very few centralized schools have been closed.

Children that become sick at school are, as a rule, nearer a physician than at home. If necessary to take them home immediately, private conveyances have been used, sometimes at the expense of the board, sometimes at no expense. If not, they are cared for in the wagon by the driver and taken as nearly as possible to the door of their home.



Johnson Township, Trumbull County.



Ashtabula Township, Ashtabula County.

Two ways by which the school may be reached.

Games

Under the old plan in many sub-districts there are not enough children to play organized games; instead, such imitative games as making play houses, riding stick horses, playing rabbit, etc., may be found being played by young children. School games are no small part of school life; in these games there is an opportunity for fairness, justice, and many other minor virtues to be displayed. Here is an opportunity for the moral precepts and examples in the school room, home, and church to become a part of the life of the child.

If a school is to prepare for life there should be enough children in the school room or on the school ground to make social life a reality. A child brought up in a home where it has no brother or sister to question its rights or a few children on a school ground where there is no particular right to be defended or duty to be performed, does not get a true notion of what community life is. Man is a gregarious animal. He desires to be where a crowd is occasionally and be stimulated to activity. Those who read these pages and look at the pictures are doing so largely because they desire to know what some one else is doing.

Because numbers and wholesome rivalry arouse activity in class and games, everything should be done to restore the same school spirit once found in the country district school of from forty to seventy-five pupils. On the ground of from two to five acres of the central school

are not only the imitative games but the blood-stirring social games of black-man or pull-away, basket-ball, base-ball, fox and geese, and prisoners' base. Vigorous physical exercise begets a desire for work in class. Can there be any wonder that the centralized districts have a larger per cent. of pupils in their high schools than any others in the state? There is no breaking up of the sub-district social relation and forming another at some village or other high school; their associations are continuous from the lowest elementary grades to the last year of the high school. The social life and class work of the children of those who must move from one part of a township to another are not broken into by any change of residence.



Basket Ball Club and Ground at Kinsman, Ohio

The School Branches

As a rule, the elementary grades are taught more thoroughly because both teacher and pupil have more time in which to do the work. The old program of from twenty-five to thirty-five recitations a day has been shortened so that a teacher can prepare herself for the work of the day and feel a sense of satisfaction over what has been accomplished.

In the high schools of centralized districts are found many men and women who are graduates of colleges or who have made some special preparation for their work as high school teachers. In the courses are those branches usually taught in villages of from one thousand to fifteen hundred people. Several have already introduced the subject of agriculture as a science branch and are looking forward to providing equipment for carrying on the necessary experimental work with soils, water, etc., and the study of fruits, insects, etc., on the school premises. In cen-

tralized and township high schools great opportunities for improving rural life are presenting themselves. Tuition is no longer paid to nearby villages and cities.

Inquiries and Replies

Sheets of inquiries were sent through the superintendents to several hundred parents in townships having centralized schools. A few of their answers to the most important questions are given below:

How does the driver announce his coming? "By blowing a horn," "Blows a whistle," "Halloos," "Doesn't announce his coming; children learn about his regular time of coming."

Does your child stand and wait for the wagon? Every reply so far is "No."

Is it as necessary to clothe your child as heavily for the winter trips as under the old plan? Seventy-five per cent answer "No." Fifteen per cent "No difference," ten per cent "Yes".



Many second stories have been so constructed that they can be converted into one large auditorium by the use of sliding or folding doors, or partitions which can be raised.

Such a room at Johnston, Trumbull County, is shown above.

Does your child attend school more regularly than under the old plan? Eighty per cent answer "Yes," twenty per cent "See no difference."

Does your child show an increase in its interest above what it was under the old plan? Ninety per cent answer "Yes," ten per cent "No."

Do your teachers show an increased interest? Ninety-five per cent answer "Yes". Five per cent answer "No" and "Notice no difference."

If it takes more time under the new plan than under the old plan, is it compensated for by better work? Eighty-five per cent. answer "Yes," fifteen per cent answer "Can't say" and "No."

What effect has centralized or consolidated schools on the social and educational interests of the township? Most who answered said that there has been great improvement. One replied, "In the beginning it stirred up a great deal of trouble, but everything going along nicely now." A few replied, "No improvement; has not been established long enough to tell what it will do."

Did you object to centralizing or consolidating the schools? If so, what were your objections? Some answered, "I objected to the increase in taxes," "The route was too long."

In the main do you feel favorable toward centralized or consolidated schools to-day? Seventy-five per cent. of those answering that they at first objected answered this question by saying "Yes." Some on the end of the longest routes answered "No."



Part of material used in the study of Agriculture, Copley Township Centralized School, Summit County.

What is the general sentiment of those not having children to send to school? Answers are about equally divided: Some say "Favorable," some say "Unfavorable." (While there may be here and there a very close-fisted tax-payer, our own observation convinces us that the heavy tax-payer is quite willing to contribute his share for the general good. We hear more about a few noisy ones than we do about those who support any advanced movement and go quietly about their business. We have observed too that a few who pay thirty or forty cents school tax and two or three dollars dog tax have quite an overflow of words of criticism to offer about better school systems and higher education).

Advantages in Brief

1. Better teachers will be secured and retained longer. Instead of passing the teacher around, the teacher is retained and the pupils are passed from grade to grade. Better supervision because the superintendent is directly in touch with each grade and each teacher.

2. It makes possible a school equal to the graded school of the village or city and retains every valuable feature of country life.

3. The general health of the children is better. There are no wet feet and draggled clothing. There are fewer colds and resulting diseases.

4. The morals of children is improved because common offenses to decency are held in check far more than under the old plan where fighting, profanity, vulgarity on the road to and from school, and an accumulation of obscene cuttings on fences and buildings all contribute to tear down what a good home attempts to build up.

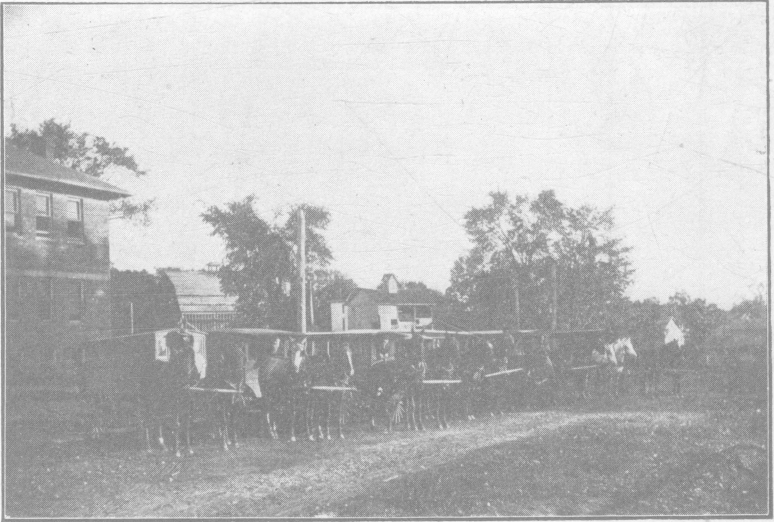
5. It is the one great means for the introduction of agriculture, domestic art and science, and nature study into the country school.

6. It increases the value of farm property for those who desire to sell and provides a broader education for those who remain in the country. Under this plan whole families do not need to move to town to educate the children.

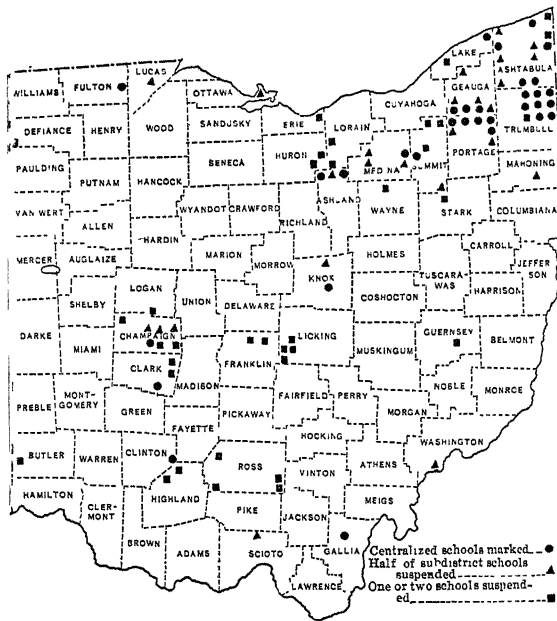
Some Difficulties

1. Prejudice against a new thing and sentiment that prompts us to quote "Forty Years Ago," and relate some of our childhood experiences that are so vivid and so closely associated with the little weather beaten school house that, when all sentiment is thrown by, did little more than house us, sometimes prevent children from having modern advantages.

2. Bad roads and negligent drivers. The use that is being made of roads by the rural mail carrier, by milk haulers, and others who travel them daily is arousing an interest in road building that will make them of greater service to all. A negligent driver should meet the fate that some have already met—immediate dismissal. Negligence on the part of a driver is no less excusable than for a teacher.

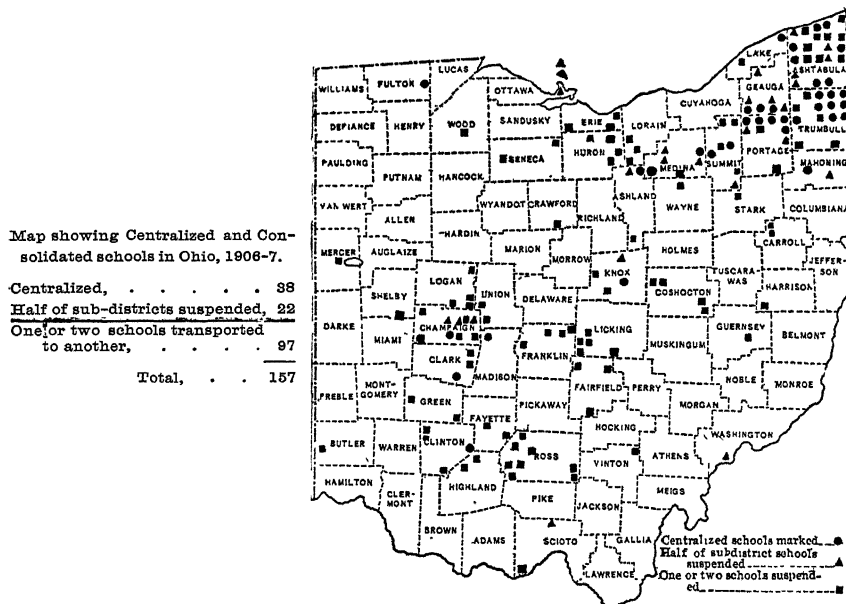


READY FOR THE TRIP HOME.



Map showing Centralized and Consolidated schools in Ohio, 1905-6.

Centralized,	32
Half of sub-districts suspended, 25	
One or two schools transferred to another,	35
Total,	92



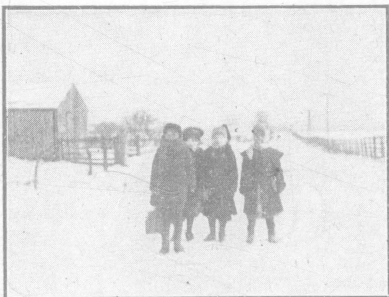
Map showing Centralized and Consolidated schools in Ohio, 1906-7.

Centralized,	38
Half of sub-districts suspended, 22	
One or two schools transported to another,	97
Total,	157

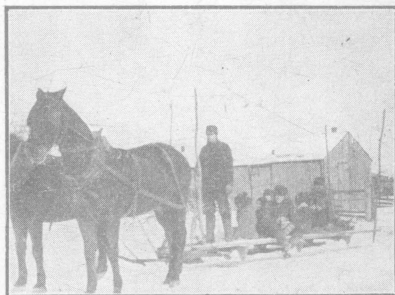
THE WHOLE STORY: A change in social and industrial conditions, resulting in small rural schools, the necessity for higher education and better teachers, the restoration of the wholesome social life once found in rural schools, the demand for closer supervision, and the call for industrial education for the farm, make the centralized school the farmers' school.



Farm products reach the market in salable condition. Weight of either load greater than an average load of children.

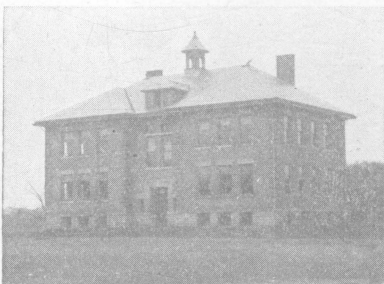


Going to school, Feb. 6, 1906. Mercury 5 degrees below zero.



Children being taken to school, Feb. 6, 1906. Five degrees below zero. A little quicker, but about as cold as if they had walked.

Children not in a condition to begin work on time.



A very cold day when these pictures were taken. Children all comfortable. School opened on time. Work began immediately.